

HUM 2592 Section 03B6
Introduction to the Arts in Medicine in a Global Context
 Periods 8-9, Monday and Wednesday

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Description: This course explores the field of arts in medicine in a global context, focusing on the many ways that the arts can be used to enhance health and wellbeing in healthcare or community settings. The course will explore the relationship of culture to healing practices, systems, and health literacy in various regions of the world, and exploration of belief systems and the concept of healing in a global context. It includes workshops, lecture/discussion, video viewing, readings, homework assignments, and group projects. This course is appropriate for students of the arts, humanities, sciences, and health related professions.

Objectives:

1. Students identify and explain how the arts have been used in healing practices throughout our human history and across cultures.
2. Students analyze and articulate the cultural, theoretical, scientific and practical linkages and interdependencies between the arts, health, and healthcare.
3. Students identify and explain professional practices and cultural competency in relation to the contemporary arts in medicine field.
4. Students analyze and articulate their personal creative process.
5. Students design and describe an ideal arts in medicine program, based on identified best practices and cultural competency

Weekly Course Schedule:

Week	Date	Topics and Class Activities	Reading/Media/ Assignments Due	Exp Ex Group
	Jan.			
1	6	Introduction: Instructor & Student Introductions; Syllabus review; <i>Healing Words</i> film and discussion	• Review all course materials on E-Learning	
2	11	Historical roles of the arts in health practices; Etiologies and belief systems....: Presentation and discussion	• Sonke (2007) - history chapter (on E-Learning)	
	13	Theoretical Foundations: Presentation and <i>What is Art for?</i> discussion	• Dissanayake, E. (1980). Art as a human behavior....	
3	18	No Class		
	20	Theoretical Foundations: BBC Documentary: <i>Horizon – The Creative Brain: How Insight Works</i> , discussion	• Evans, J. (2007). The Science of Creativity and Health.	
4	25	Workshop: Visual Arts	• 1st blog entry • History Quiz	
	27	Global practices in arts in medicine: Contemporary Program Models overview	• Sadler & Ridenour (2009): Preface, Forward, Chap 1-3	

		and discussion; Group project discussion		
	Feb			
5	1	Workshop: Music	• 2nd blog entry	
	3	Global practices in arts in medicine: State of the Field group reports/discussion by country as assigned	• Sadler & Ridenour (2009): part two • State of the Field Reports	
6	8	Best practices in arts in medicine: Experiential Exercise; Writing workshop; Group project discussion	• Sadler & Ridenour (2009): 4-7 • 3 rd blog entry	1
	10	Best practices and scope of practice in arts in medicine: Arts Therapies	• Sadler & Ridenour (2009): part three	
7	15	Program planning: Experiential Exercise; Group project meetings	• Project proposals • 4 th blog entry	2
	17	Best practices: Writing Workshop		
8	22	Contemporary practices in arts in medicine and cultural competency: Experiential Exercise; Community-based Programming	• Sadler & Ridenour (2009): Chaps 9-11 • 5 th blog entry	3
	24	Best practices and scope of practice in arts in medicine: Art Therapy Demo Workshop	• <i>What is Arts in Medicine</i> video (on e-learning)	
	Mar			
9	1	Spring Break		
	3	Spring Break		
10	8	Experiential Exercise; Journal Club Overview	• 6th Blog entry	4
	10	Hospital Tour	• Scope of Practice Quiz	
11	15	Program planning: Experiential Exercise; Project meetings	• 7th Blog entry	5
	17	Cultural competency: Cultural competency workshop		
12	22	Program Planning: Experiential Exercise; Project meetings	• 8th Blog entry	6
	24	Theoretical, scientific and practical linkages: Experiential Exercise; Journal Club	• Journal Club Requirements	7
13	29	Theoretical, scientific and practical linkages: Experiential Exercise; Journal Club	• Journal Club Requirements • 9 th Blog entry	8
	31	Practical linkages: Experiential Exercise; Careers in Arts in Medicine		9
	Apr.			
14	5	Theoretical, scientific and practical linkages: Experiential Exercise; Journal Club	• 10th Blog entry • Journal Club Requirements	10
	7	Theoretical, scientific and practical linkages: Experiential Exercise; Journal Club	Journal Club Requirements	11
15	12	Theoretical, scientific and practical linkages: Experiential Exercise; Journal Club	• Journal Club Requirements • 11 th Blog Entry	12
	14	Experiential Exercise; Creative Practice Blog viewing and discussion	Creative Process Blog Informal Presentation	13
16	19	Best practices: Project Presentations	• 12 th Blog Entry • Group Project	
	21	Best practices: Project Presentations	• Group Project	

Course Website: We will use a UF E-Learning Canvas course website for discussions, communications, accessing course materials, and submission of some assignments. **You are expected to check the website and your email between class meetings.**

- You will need to have an active Gatorlink ID to access the course on Canvas.
- If you do not have a Gatorlink ID or cannot remember your login information, or your ID doesn't work: go to the Gatorlink website (<http://gatorlink.ufl.edu>) or call 392-HELP
- To access the course go to <http://lss.at.ufl.edu> and click on the Canvas link. Then you will be asked to enter your Gatorlink information. The course is HUM 2592, section 03B6.
- For additional assistance with using the UF E-Learning system, go to https://lss.at.ufl.edu/help/Student_Faq

Course Policies:

1. Attendance: Class attendance is expected. Each unexcused absence will result in a 10-point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation.
2. Submission of late work: Late work will only be accepted in the event of an excused absence or with prior permission from the instructor, and only within five days of the deadline.
3. Communication: It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might effect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor's intention to respond to all e-mail communication within 48 hours, excluding weekends.
4. The spontaneity clause: Due to the experiential nature of this course, the instructor retains the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.
5. The R-E-S-P-E-C-T clause: In order for all of us to have a positive experience in this course, we must all demonstrate respect for each other. This includes common courtesy and contemporary courtesy – no texting will be permitted during class, and laptops, iPads, or other devices may be used only when indicated by the instructor.
6. Submission of late work: Late work will be accepted only when permission has been requested and granted in advance of the due date and only under extenuating circumstances or in relation to an excused absence.
7. All assignments submitted via E-Learning, including quizzes, must be submitted by 11:55pm on the due date. **Please note one exception:** your Journal Club documents must be submitted via E-Learning by 1pm on the day that you are scheduled to present.
8. Adhere to standards of academic honesty per university guidelines (below)

Evaluation: Total of 250 points

See the Assignment Guide for full assignment guidelines and grading criteria.

1. Experiential Exercise/Class Dialogues (40 points): You will work in a pair or small group on an assigned specific topic-based question or idea. As a group, you will work outside of class and on the discussion board to discuss the topic question and to prepare to facilitate a creative exercise and discussion with the whole class. You will have 20 minutes in which to facilitate the creative activity and to engage the class in discussion through prepared prompts. The group will submit a final consensus statement by Sunday at 11:55pm at the end of the week in which you facilitate.
2. History Quiz (20 points)
3. Scope of Practice Quiz (20 points)
4. Creative Process Blog (12 entries @ 5 points each = 60 points): You will engage in a personal creative practice in an art form of choice throughout the semester, and share it with the class through 12 weekly entries on a Page, which will be created for each student under "Pages" on the Canvas site and an informal presentation in class.
5. Journal Club (30 pts.): Find and read 2 arts in medicine related research studies and present to the class in journal club style: Statement of the problem, methods and materials, results, conclusions. You will hand in an annotated bibliography, literature review rubric, and create a handout for your classmates. Please note that E-Learning submissions for this assignment are due by 1pm on the day you present.
6. Group Project (60 pts.): Here is your opportunity to collaboratively envision and develop a project plan suited to your interests related to the arts and health. You will work in a team to design a program or project positioned in any part of the world, communicate with people in that area to inform your design, and present it to the class.
7. Active Participation (20 pts.) You are expected to participate actively in class discussions and activities, and to demonstrate a development of cultural awareness and competency in these discussions. This part of your grade will reflect your level of participation in class activities and discussions (including the un-graded State of the Field Report discussions), group processes and projects, and your attendance. Your grade will be assigned based on the criteria in the rubric below. There will be ONE "stuff happens" allowance for attendance. All absences beyond that will result in a deduction of 4 points from your participation grade. Incomplete participation (tardiness, leaving early, etc.) will result in a loss of at least 2 pt. per occurrence.

Active Participation Grading Criteria Rubric			
	A grades	B grades	C grades
Class workshops, activities, and discussions	Has contributed thoroughly to the discussion or activity; contributions are clear and of high quality	Has contributed adequately to the discussion or activity; contributions are clear and of moderate to high quality	Has contributed somewhat to the discussion or activity; contributions are of average quality
Discussion Board dialogues (w/in the experiential exercise)	Has contributed thoroughly to the discussion (see rubric in assignment guide for more detail)	Has contributed adequately to the discussion (see rubric in assignment guide for more detail)	Has contributed somewhat to the discussion (see rubric in assignment guide for more detail)

Course Grading Scale:

A	95-100%	C	75-78%
A-	92-94%	C-	72-74%
B+	89-91%	D+	69-71%
B	85-88%	D	65-68%
B-	82-84%	D-	62-64%
C+	79-81%		

UF Grading Scale (as of Summer 2009)												
Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E, I, NG, S-U, WF
Grade Points	4.0	3.67	3.33	3.00	2.67	2.33	2.00	1.67	1.33	1.00	.67	0.00

Texts:

1. Transforming the Healthcare Experience through the Arts, Blair Sadler and Annette Ridenour (available electronically through the publisher for \$20 – details on Canvas)

Other Media and Readings (all available on E-Learning):

1. Sonke, J. (2007). History of the arts and health across cultures. *Whole person healthcare: The arts & health*, 22-41. Christenson, G. (2011). *Why We Need the Arts in Medicine*. Minnesota Medical Association.
<http://www.minnesotamedicine.com/CurrentIssue/WhyWeNeedtheArtsinMedicine.aspx>
2. Sonke, J., Rollins, J., Brandman, R., and Graham-Pole, J. (2009). The state of the arts in healthcare in the United States, *Arts & Health*, 1:2, 107 – 135.
3. BBC Documentary: Horizon – The Creative Brain How Insight Works,
<http://www.youtube.com/watch?v=C2LOt-EN2Yo>
4. Can Art be Medicine? <http://www.youtube.com/watch?v=NVXK3p42aHU>
5. Evans, J. (2007). The Science of Creativity and Health. *Whole person healthcare: The arts & health*, 87-106.
6. Dissanayake, E. (1980). Art as a human behavior.... *Journal of aesthetics and art criticism*, 397-406.
7. *Transforming the Healthcare Experience through the Arts*, Blair Sadler and Annette Ridenour
8. *What is Arts in Medicine?* <http://artsinmedicine.arts.ufl.edu/what-is-arts-in-medicine/>

Course and University Policies and Resources:

Students with Disabilities: Students requesting accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student

who must then provide this documentation to the Instructor when requesting accommodation. Students may also contact the UF Disability Resource Center at 352-392-8565 directly.

Academic Honesty: All students sign the following statement upon registration at the University of Florida: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." As instructor for this course, I fully support the intent of the above statement and will not tolerate academic dishonesty. The university's policies regarding academic honesty, the honor code, and student conduct related to the honor code will be strictly enforced. Full information regarding these policies is available at the following link:

<https://catalog.ufl.edu/ugrad/current/advising/info/student-honor-code.aspx>.

University Counseling Services

Contact information:

Counseling Center

Address:

3190 Radio Rd.

P.O. Box 112662, University of Florida

Gainesville, FL 32611-2662

Phone: 352-392-1575

Web: www.counsel.ufl.edu

General Course Questions: There are two ways in which you can ask general questions of the instructors. If you have a general question related to an assignment, reading or other course material that may be relevant to other class members, you may post it under Course Questions on the Discussion Board. If your question is specific to your own work, progress, circumstances, grade, or is personal in nature, please email the instructors privately using the Mail function in Sakai.

Course Complaints: Should you have any complaints with your experience in this course, please visit <http://www.distance.ufl.edu/student-complaints> to submit a complaint.

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

Technical Assistance: If you have difficulty accessing online course reading or materials, please reference the citation or document name and author in a Google Search to locate the document before contacting the instructor or the Help Desk.

If you have computer difficulties submitting assignments or navigating E-Learning, notify UF Computer Help Desk at helpdesk@ufl.edu, 352-392-4357 – select option 2, and/or <https://lss.at.ufl.edu/help.shtml>. Please include the case number provided to you by the UF Help Desk documenting your request for assistance.

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Netiquette: Communication Courtesy

Written communication and electronic interaction are central to courses involving online learning and communication. All members of the class are expected to follow rules of common courtesy in all email messages, online discussions and chats. See the assignment guide for further guidelines on communication courtesy for online coursework.